

## **Looking back, looking forward**

### **100 Years of St Thomas of Villanova Parish School**

In January 1909 four Sisters of Mercy arrived in Mareeba to take up residence in the newly built convent and to begin the task of Catholic education in the district. The school, which also served as a church, was then named Good Counsel. It retained this name until the early 1950's when it was renamed St. Thomas's after the patron of the parish, St. Thomas of Villanova. Initial enrolment was around 50 students, but this has steadily increased with large growth, specifically in the 1920's and 1960's.

Over the past 100 years St Thomas of Villanova Parish School has seen many changes, including:

- 1911-1912 a new wooden church
- 1931 fire destroyed the church
- 1937 current church was erected
- 1940's shared campus for entire school population of Mareeba
- 1950's additional buildings
- 1965 new classrooms and principal's office
- 1966 commencement of the first lay teacher
- 1974 original school building demolished and a staffroom was built

Since then many additional changes have been made. A library, more classrooms and a preschool were built. The preschool became possible when the parish purchased the convent and land from the Sisters of Mercy.

St. Thomas's has become very much a part of the life of the Mareeba district. It has had generous support not only of the parents but also of the wider community. And it is this support together with personal involvement of parents that will ensure that the project begun here in 1909 will continue to flourish.

It is hoped that via this open ended unit, students will be:

- exposed to digital tools through explicit teaching
- allowed to choose appropriate tools to present research
- able to evaluate why the chosen tools would be effective
- collaborate within group to present a variety
- use SEL skills of negotiation and cooperation

# Big Question: What will St Thomas of Villanova Parish School be like in 2109?

## Learning and assessment focus:

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within social and environmental contexts.

<p>Knowledge and understanding Year 3</p> <p><b>Time, continuity and change</b>  <b>Changes and continuities are identified through events, people's contributions and the stories of local communities.</b></p> <ul style="list-style-type: none"> <li>• Aboriginal people's and Torres Strait Islander people's continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation  <i>e.g. an Aboriginal creation story about how spiritual ancestors became certain features of the landscape.</i></li> <li>• Contributions of individuals and groups to communities can be identified by symbols and stories  <i>e.g. flags, portraits on currency, names of landmarks; local community histories and traditional Australian stories.</i></li> </ul>	<p>Knowledge and understanding Year 6</p> <p><b>Time, continuity and change</b>  <b>Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.</b></p> <ul style="list-style-type: none"> <li>• Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.</li> <li>• Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the "White Australia" policy, refugees and immigration, free-trade agreements and military alliances.</li> <li>• National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups  <i>e.g. debates about Australia Day; resurgence in popularity of ANZAC Day; significance of Labour Day and Reconciliation Week.</i></li> </ul>
<p>Ways of Working Year 3</p> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>• pose questions for investigations</li> <li>• plan simple investigations based on questions</li> <li>• identify and collect information and evidence from narratives and familiar sources</li> <li>• make judgments about the usefulness of the information and evidence</li> <li>• draw conclusions and give explanations, using information and evidence</li> <li>• communicate social and environmental ideas, using texts and terminology to match audience and purpose</li> <li>• share ideas, and plan and enact responses to group or community issues</li> <li>• participate in group decision making to achieve goals</li> <li>• reflect on and identify values associated with fairness, protecting the environment and behaving peacefully</li> <li>• reflect on learning to identify new understandings.</li> </ul>	<p>Ways of Working Year 6</p> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify issues and use common and own focus questions</li> <li>• plan investigations using inquiry models</li> <li>• collect and analyse information and evidence from primary and secondary sources</li> <li>• evaluate sources of information and evidence for relevance, reliability, origins and perspective</li> <li>• draw conclusions and make decisions based on information and evidence by identifying patterns and connections</li> <li>• communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts</li> <li>• respond to investigation findings and conclusions by planning and implementing actions</li> <li>• apply strategies to contribute effectively to representative groups and to participate in civic activities</li> <li>• reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> </ul>

## SEL Instructional Categories

- \* Self-Awareness: Recognizing one's emotions, and identifying and cultivating one's strengths and positive qualities
- \* Social Awareness: Understanding the thoughts and feelings of others, and appreciating the value of human differences
- \* Self-Management: Monitoring and regulating one's emotions, and establishing and working toward the achievement of pro-social goals
- \* Relationship Skills: Establishing and maintaining healthy and rewarding relationships based on cooperation, effective communication techniques, conflict negotiation, and an ability to resist inappropriate social pressure
- \* Responsible Decision-Making: Accurately assessing situations and situational influences; and generating, implementing, and evaluating ethical solutions to problems so as to promote one's own well-being, and the well-being of others

### **Assessable elements:**

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Responsible decision making (SEL)
- Social Awareness (SEL)
- Investigating (SOSE)
- Communicating (SOSE)
- Knowledge and understanding (SOSE)
- Reflecting (SOSE)
- Participating (SOSE)

### **Contemporary Tools:**

- Dreamweaver or iweb
- Google Sketch up
- Photoshop
- Flipcam
- MP3

Inquiry process:

- Framing and focusing questions;
- locating, organising and analysing evidence;
- evaluating, synthesising and reporting conclusions;
- possibly taking action of some sort;
- reconsidering consequences and outcomes of each of the above phases.

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